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ABSTRACT

A BIBLIOGRAPHY OF 41 ABSTRACTS CONCERNS ITSELF WITH PSYCHOTHERAPY AND COUNSELING OF THE MENTALLY, AURALLY, AND VISUALLY HANDICAPPED, AND ALSO PROVIDES INFORMATION ON THE EMOTIONALLY DISTURBED AND THE PHYSICALLY HANDICAPPED. INCLUDED ARE A SUBJECT AND AUTHOR INDEX, INFORMATION ON USING THE BIBLIOGRAPHY, AND INFORMATION ON ORDERING THE ENTIRE COLLECTION OR INDIVIDUAL DOCUMENTS. (JM)

ED036035

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

COUNSELING AND PSYCHOTHERAPY WITH THE HANDICAPPED

November 1969

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

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An Educational Resources Information Center and member of the Special Education IMC/RMC Network

ED036035

COUNSELING AND PSYCHOTHERAPY WITH THE HANDICAPPED

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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478 - 547	2.00		

ABSTRACT 1

EC 000 048 ED 014 159
Publ. Date Nov 63 78p.
Heber, Rick
Special Problems in Vocational Rehabilitation of the Mentally Retarded (Madison, Wisconsin, November 3-7, 1963).
Wisconsin Univ., Madison
Vocational Rehab. Admin., Washington, D.C.
EDRS mf,hc

Descriptors: exceptional child education; vocational rehabilitation; mentally handicapped; vocational counseling; adolescents; adults; community education; conference reports; family counseling; counseling; job placement; job training; mental retardation; etiology; incidence; evaluation methods; training techniques

Practical guides in selection, counseling, training, and placement of the mentally retarded are presented in this report. Participants (listed) are professional workers in mental retardation and vocational rehabilitation. The concept of mental retardation, its causes, and issues about prevalence are presented. Selection and evaluation of clients are determined with the aid of client history, direct observation of client, and reports from other professional persons. The case formulation of work diagnosis is then made and followed by a validation of this tentative evaluation through observation of the client. Objectives of vocational rehabilitation with the retarded, principles of developing their occupation skills, and the available training techniques and resources are discussed. The role of the counselor in counseling the client, his family, and the community is presented. The mentally retarded need rehabilitative services extending beyond placement. An annotated bibliography lists 45 items. Free copies of this document are available from the U.S. Department of Health, Education, and Welfare, Vocational Rehabilitation Administration, Washington, D.C. (MY)

ABSTRACT 2

EC 000 287 ED 011 729
Publ. Date Sep 66 191p.
Crump, William A.
Vocational Rehabilitation for Mentally Retarded Pupil-Clients, Final Report.
Georgia State Office Of Vocational Rehabilitation, Atlanta
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; vocational education; educable mentally handicapped; community resources; state programs; demonstration programs; work study programs; on the job training; adolescents; personnel; job placement; vocational counseling; records (forms); secondary grades; vocational training centers; curriculum; vocational adjustment; teacher education; counseling; A. P. Jarrell Prevocational Evaluation and Training Center; Atlanta

This 5-year demonstration project provided adolescent educable mentally handicapped students a combined program of vocational rehabilitation and services and other secondary level educational and vocational training experiences. State and local vocational and educational resources were utilized. Students were referred for vocational rehabilitation at age 14. A psychological evaluation, home visit, vocational appraisal report, and a vocational training plan were made for each student. Students aged 14 to 16 were trained in on-campus jobs. Older students were placed in a work study program and were trained at jobs in the community. The number of pupil clients increased from 338 the first year of the project to 3,636 in the fifth year. Similarly, the number rehabilitated rose from one to 210. Average case cost per rehabilitant was $247. Of people involved locally who responded to a questionnaire, 80 percent felt the combined program was effective. The length of time in the program as related to job placement was significant, but the IQ score was not a useful predictor of success in employment. On-the-job training, the work study program, and the use of vocational rehabilitation counselors were found to be effective. Thirty related studies are reviewed. Sample forms and evaluations are included. A 41-item bibliography is included. (MY)

ABSTRACT 3

EC 000 630 ED N.A.
Publ. Date Jul 67
Brick, Lawrence J.
The Use of Role Playing as an Educational and Therapeutic Device with the Deaf.
Illinois School For The Deaf, Jacksonville
Journal Of Rehabilitation, Volume 1, 1967.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; teaching methods; psychotherapy; role playing; deaf; sociodrama; teaching techniques; group therapy; adolescents; adults

Role playing is a method in which problems and situations are acted out by an individual or member of a group. The objective is to expose the learner to a variety of situations in a non-threatening environment where he can experiment with different responses. Advantages of role playing are cited and then related to the deaf. Conventional teaching devices rely on language ability and experience, which the deaf are lacking. Role playing allows the deaf person to experiment with life situations on a nonverbal level and to test different responses. This method could be used to teach social skills, develop insight into human relations, and expose the deaf to a variety of experiences in a short time. It could be applied in the classroom, in vocational guidance, and in treatment of neurotic and mentally ill deaf patients. Research on role playing as an educational and therapeutic tool is needed. Six references are listed. This document was published in the Journal of Rehabilitation of the Deaf, Volume 1, Number 2, pages 53-58, July 1967. (JB)

ABSTRACT 4

EC 001 247 ED 018 034
Publ. Date 67
Stahlecker, Lotar V., Ed.
Occupational Information for the Mentally Retarded, Selected Readings.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; vocational education; vocational rehabilitation; vocational adjustment; vocational counseling; sheltered workshops; followup studies; job training; on the job training; community attitudes; work attitudes; work study programs; vocational training centers; work experience programs; individual characteristics; educable mentally handicapped; trainable mentally handicapped; aptitude tests; prevocational education; sheltered workshops; employer attitudes; placement

Intended as a reference tool for professional persons, this compilation contains 78 articles selected for their pertinence to occupational education for mentally retarded youth and adults. The articles are grouped into six major areas. On guidance, 22 articles cover the transition from high school to work, counseling, evaluation of work potential, work characteristics of trainable mentally retarded adults, and other guidance programs. Concerning occupational training, 17 papers describe prevocational, vocational, and on the job training. The 11 articles on work experience explore several programs and related matters. The issues, practices, and objectives of the sheltered workshop are considered in 12 papers. Eight articles on community placement discuss the attitudes and practices involved. On the last of the six areas, that of followup studies, eight papers review adjustment of mental retardates. This document is available from Charles C. Thomas, Publisher, Bannerstone House, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for $24.00. (DF)

ABSTRACT 5

EC 001 885 ED 018 050
Publ. Date Oct 67 46p.
Katz, Alfred H. And Others
Self-Help and Rehabilitation, an Annotated Bibliography.
California Univ., Los Angeles, Sch. Public Health
EDRS mf,hc

Descriptors: exceptional child services; counseling; adjustment (to environment); annotated bibliographies; rehabilitation; social work; institutions; professional personnel; delinquent rehabilitation; schools; social workers; self help programs; self concept; social factors; psychological needs; psychological services; sociopsychological services; physically handicapped; mentally handicapped; community development; health services; welfare services

Ninety-eight annotated references (from 1933 to 1967) on self help and rehabilitation for the mentally and physically handicapped are included in the bibliography. All relate either to the self help form of organization in the structuring of health and welfare services or to the social and psychological aspects of rehabilitation. The references treat (1) social theory and methods, (2) community and family aspects, (3) institutions (hospitals, prisons, schools), (4) self help organizations, (5) self help groups and professional workers, and (6) self help and community development. (DF)

ABSTRACT 6

EC 002 161 ED N.A.
Publ. Date 67 82p.
Mann, Philip H.
An Investigation of Group Counseling on Educable Mentally Retarded Boys' Concepts of Themselves in School. Final Report.
Virginia Univ., Charlottesville, Spec. Educ. Dept.
OEC-7-C-014
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; counseling; behavior; achievement; educable mentally handicapped; males; children; group counseling; public schools; behavior problems; behavior change; anxiety; class attendance; reading; academic achievement; arithmetic; counseling effectiveness; self concept; rating scales; pretesting; post testing

The study examined the effects of group counseling on the self concepts and behavior of educable mentally retarded boys in the public schools. The sample consisted of 36 boys, two groups of 18 each, with a chronological age range of 9 to 13 and IQ range of 56 to 80. The boys were identified as having behavior problems and were matched on the basis of age, IQ, race, and socioeconomic status. Along with self concept the study also examined the variables of anxiety, achievement in reading and arithmetic, deportment, and attendance. Both experimental and control groups met with the principal investigator once a week for 12 weeks. The experimental group, divided into three subgroups, received supportive and directive group counseling while the control group, also divided into three subgroups, received a library study situation. Both groups received pretests and posttests with two self concept scales (The Children's Self Concept and The Way I Feel About Myself Scales) and one anxiety scale (The Children's Manifest Anxiety Scale). Groups were also rated by teachers on the variables of reading, deportment, and arithmetic. Analysis of posttest results for the control and experimental groups indicated that (1) the experimental group scored significantly higher (.05 level of confidence) on The Children's Self Concept Scale, (2) results were not significant at the .05 level of confidence for The Way I Feel About Myself Scale, and (3) the experimental group exhibited greater anxiety reduction as measured by the children's manifest anxiety scale (.05 level of confidence). The experimental group received higher teacher ratings for reading and arithmetic (at the .05 level) and for deportment (beyond the .05 level) than did the control group. Differences between groups in attendance were not significant at the .05 level. No significant differences (at the .05 level)were found for any of the three tests comparing the upper 50 percent and the lower 50 percent of the experimental group by age and IQ. The study thus shows that anxiety was reduced and general school behavior was improved. This type of ancillary service should be part of every school program. An appendix includes the three rating scales used and statistical data. A bibliography lists 30 items. (AA/MY)

ABSTRACT 7

EC 001 807 ED 018 908
Publ. Date 67
Ganter, Grace And Others
Retrieval from Limbo, the Intermediary Group Treatment of Inaccessible Children.
Child Welfare League Of America, Inc., New York, New York
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; behavior; psychotherapy; play therapy; children; emotional maladjustment; program evaluation; program descriptions; psychoeducational clinics; clinics; behavior change; behavior problems; group therapy; special services; elementary school students; parent participation; self control; self expression; self concept; parent counseling

A clinic program was designed to provide emotionally disturbed children intermediary group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight groups by dual therapists twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational unity through planned activities and intervention, (2) to develop the child's capacity for self observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract, group therapy, parent casework, and family contact. Of the 47 subjects, 39 completed the program and 31 continued in individual therapy. Of the children who entered individual therapy, 28 were regarded by their therapists as high on accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior (only two of 11 previously excluded remained not in attendance, and nine of nine once partially excluded were back in fulltime classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. Finally, the Draw-A-Group Test showed a change in the children's group perceptions (the children included more and excluded fewer group members, significant at the .007 and .003 levels of confidence respectively). After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the change to the treatment, but the chief expectation without intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., 44 East 23rd Street, New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 8

EC 001 676 ED 018 903
Publ. Date 67
Proceedings of International Conference on Oral Education of the Deaf. Volume 1 (Northampton, Massachusetts, June 17-21, 1967; New York, New York, June 22-24, 1967).
Clarke School For The Deaf, Northampton, Mass.
Lexington School For The Deaf, New York, N.Y.
Alexander Graham Bell Assn. For Deaf, Washington, D.C.
EDRS not available

Descriptors: exceptional child education; audiology; speech therapy; professional education; aurally handicapped; identification; deaf; hard of hearing; medical treatment; auditory training; teaching methods; research; guidance services; parent counseling; multiply handicapped; mentally handicapped; oral communication; administration; audiometric tests; etiology; psychological evaluation; genetics; legislation; lipreading; speech instruction; language development; state programs; personnel

The proceedings of the International Conference on Oral Education of the Deaf are the written record of a conference held at Clarke School for the Deaf and Lexington School for the Deaf in June 1967. Volume I contains the papers from five plenary sessions and several sectional meetings presented by representatives from 16 countries. Subjects treated include identification and detection of hearing disorders, medical problems in the care of the deaf, and audiological, psychological, and physiological factors in deafness. Educational papers deal with administration and organization of programs in the public schools and schools for the deaf on city and state levels. Guidance and counseling for parents and children are discussed, as are teaching methods and materials, speech, and auditory training. Teachers, leadership-administrators, audiologists, and research personnel are considered.

Teacher training and preparation of professional administrative personnel are also treated. This document is available from The Alexander Graham Bell Association for the Deaf, Inc., The Volta Bureau, 1537 35th Street, N.W., Washington, D.C. 20007, and is available within a 2-volume set for $10.00. (JB)

ABSTRACT 9

EC 001 380 ED 017 106
Publ. Date 67 108p.
Educating Visually Handicapped Pupils.
New York City Board Of Education, New York
EDRS mf,hc

Descriptors: exceptional child education; counseling; administration; visually handicapped; curriculum; blind; partially sighted; public schools; braille; educational methods; educational programs; guidance services; itinerant teachers; medical vocabulary; multiply handicapped; program administration; resource teachers; special classes; special programs; special services; teaching guides; New York City

Educational programs available to blind or partially blind children in New York City are described in this illustrated bulletin. Procedures for school placement, organization of special classes, and enrollment statistics are discussed. The resource class program and guidelines for both regular and resource teachers are presented. Other special programs (itinerant teacher program, multiply handicapped blind children, and special class organization) are discussed. Curriculum adaptations in the following areas are provided--language arts, speech, typing, mathematics, science, social studies, foreign languages, music, fine arts, industrial arts, home economics, and health education. Enrichment and corrective education programs, testing, extracurricular activities, trips, excursions, and leisure time activities are also described. The roles and responsibilities of the guidance and supplementary services, the administration, and the supervisory personnel are examined. Teaching guidelines and information on braille, instructional aids, and a glossary of medical terms are included. An appendix contains the answers to frequently asked questions, the eye report form (New York City), a bibliography of 50 items, and reference lists of agencies and sources of materials. This document was published by the Board of Education of the City of New York, 110 Livingston Street, Brooklyn, New York 11201, and is available for $2.00. (CG)

ABSTRACT 10

EC 000 732 ED 019 765
Publ. Date 25 Aug 65
Leland, Henry; Smith, Daniel E.
Play Therapy with Mentally Subnormal Children.
EDRS not available

Descriptors: exceptional child services; mentally handicapped; behavior; play therapy; behavior theories; children; human development; intelligence; learning processes; methods; instructional materials; clinical diagnosis; evaluation techniques; psychotherapy; behavior change; social influences; personality

The use of play therapy with mentally subnormal children is explored, as it enables such children to realize their potentials and to interact more adequately with their environment. A consideration of general and theoretical problems and a conception of the development of man's essential qualities are presented. A generalized theory of play therapy is established and related to the learning process. Theoretical implications of play therapy appropriate for subnormal children are discussed. Techniques and procedures of play therapy are examined. Descriptions are given of various methods which use combinations of structured or unstructured materials and structured or unstructured techniques. Techniques of diagnosis and evaluation employing play therapy are considered. Indication is made of the use of various types of play therapies in reference to the child's adaptive behavior, intelligence, and his relationship to his environment. Play therapy as related to other possible treatment modalities, diagnosis, and research is also discussed. References are provided. This document was published by Grune/Stratton, Inc., 381 Fourth Avenue, New York, New York 10010, and is available for $7.75. (MU)

ABSTRACT 11

EC 000 860 ED 015 593
Publ. Date 62
Rusalem, Herbert
Guiding the Physically Handicapped College Student. T C Series in Special Education.
Columbia Univ., New York, New York, Teachers College
EDRS not available

Descriptors: exceptional child education; curriculum; counseling; administration; educational needs; college admission; physically handicapped; college curriculum; counseling programs; admission criteria; blind; cocurricular activities; college students; community organizations; community resources; counseling services; curriculum problems; deaf; federal programs; guidance counseling; hard of hearing; national organizations; orthopedically handicapped; partially sighted; state programs; facilities

The ramifications of working with physically disabled college students (including physically handicapped, deaf, hard of hearing, blind, and partially sighted) is explored in this booklet and procedures are suggested to improve educational service for them. Chapter 1 discusses the increasing enrollment of physically handicapped students in colleges and universities. Philosophical concepts related to the admission of these students and related literature concerning physically handicapped students in colleges and universities are presented. Chapter 2 describes some of the facilities necessary for the physically handicapped student. Factors such as readers for the blind, elevators for the non-ambulatory student, and other related information are discussed. The next three chapters present the admission policies, curricular and extracurricular activities, and counseling programs needed for the physically handicapped college student. The last chapter provides the resources available for personnel serving the handicapped student--local, state, and national agencies, as well as professional organizations and journals. A 68-item bibliography is included. This document was published by the Bureau of Publications, Teachers College, Columbia University, New York, and is available for $2.75. (MU)

ABSTRACT 12

EC 001 470 ED 015 611
Publ. Date 67
Coffey, Herbert S.;
Group Treatment of Autistic Children. Prentice-Hall Psychology Series.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children; day care programs; case studies (education); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form some type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxon Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxon Signed Ranks Test revealed no significant differences for either year in proportion of interaction

with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a followup study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

ABSTRACT 13

EC 001 140 ED 015 601
Publ. Date 63
Ratchick, Irving; Koenig, Frances G.
Guidance and the Physically Handicapped Child. Professional Guidance Series Booklets.
EDRS not available

Descriptors: exceptional child education; counseling; handicapped children; guidance; regular class placement; identification; community services; referral; teacher responsibility; ancillary services; classification; teacher role; parent role; student placement; enrichment

Chapters on identifying the handicapped, planning for the handicapped, the roles of parents and teachers, enrichment of educational programs through the arts, vocational planning, and sources of help for the handicapped are contained in this booklet. Appendixes provide (1) general clinical classification and definitions of various handicapping conditions, (2) a chart which gives basic facts about handicaps and is subdivided into categories of classification, progress, description, and related information, (3) factors to consider when placing the handicapped, and (4) resources (government agencies, service clubs, agencies concerned with specific handicaps, general health agencies, youth groups, and veterans groups) which provide a variety of services for the handicapped. A 17-item bibliography is included. This document is available from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60610, and is available for $1.50. (GB)

ABSTRACT 14

EC 001 156 ED 014 187
Publ. Date 66 74p.
Bitter, James A.
Training Guide for Vocational Habilitation.
Work Experience Center, St. Louis, Missouri
Jewish Employment And Vocational Service, St. Louis, Missouri
VRA-1525-64-3
EDRS mf,hc

Descriptors: exceptional child education; vocational rehabilitation; counseling; community programs; vocational counseling; vocational training centers; work experience programs; handicapped; evaluation; job placement; job training; manuals; on the job training; records (forms); rehabilitation programs; vocational adjustment; St Louis

Designed as a guide for counselors of vocational habilitation clients (clients with little or no vocational experience), this manual presents the program developed by the work experience center (WEC) of the St. Louis Jewish Employment and Vocational Service. The major training vehicles used by WEC are habilitation workshops, employer job sites, and classrooms equipped for audiovisual instruction. A five-phase program, ranging from evaluation and general vocational training to final job placement, is outlined in chart form detailing objectives and resources employed by WEC. An appendix presents forms used at the center. The reference list contains 10 items. (SB)

ABSTRACT 15

EC 000 757 ED 015 585
Publ. Date 66 16p.
Sinnett, E. Robert
A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance.
Kansas State Univ., Manhattan, Student Counsel. Ctr.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help (informal contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff), both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)

ABSTRACT 16

EC 002 623 ED 022 299
Publ. Date 28 May 68 198p.
MacLennan, Beryce W. Felsenfeld, Naomi
Group Counseling and Psychotherapy with Adolescents.
Office Of Juvenile Delinquency And Youth Development (DHEW), Washington, D. C.
EDRS not available
JDYD-64221
Columbia University Press, 440 West 110th Street, New York, New York 10025 ($6.00).

Descriptors: exceptional child services; counseling; psychotherapy; adolescents; group dynamics; group counseling; group therapy; counselors; therapists; culture; change agents; mental health

Intended as an aid in conceptualizing group programs for adolescents and as a basic text on group methods, the book examines the goals and processes of socialization and rehabilitation. Areas treated include the group as an agent of change, the adolescent and his culture, general considerations in group counseling and group psychotherapy, process and maneuvers in adolescent groups, major themes in adolescent groups, groups in different settings, and the group leader and his training. A bibliography cites 210 items. (DF)

ABSTRACT 17

EC 002 640 ED 024 173
Publ. Date 67 419p.
Baumeister, Alfred A., Ed.
Mental Retardation.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($12.50).

Descriptors: exceptional child education; mentally handicapped; behavior; identification; teaching methods; behavior change; clinical diagnosis; psychological evaluation; personality; interdisciplinary approach; communication problems; environmental influences; learning characteristics; psychotherapy; programed instruction; vocational education; public schools; institutional personnel; parent counseling

Thirteen papers by different authors consider the application of research findings and theoretical formulations to the practical appraisal and treatment of mental retardation. All suggest methods for shaping appropriate and adaptive behaviors in retarded individuals. The papers include Definition, Diagnosis, and Classification by D.W. Brison, The Multidisciplinary Approach to Mental Retardation by R. Koch, Perceptual, Conceptual, and Psycholinguistic Evaluation of the Mentally Retarded Child by R.M. Allen and R.W. Jones, Personality Evaluation by R.L. Cromwell, Speech, Language, and Hearing of the Mentally Retarded by C.E. Webb and S. Kinde, and The Role of Environmental Factors in the Treatment of Institutionalized Mental Retardates by E.C. Butterfield. Further papers are Psychotherapy and Other Adjustment Techniques with the Mentally Retarded by I. Bialer, Learning Abilities of the Mentally Retarded

by A.A. Baumeister, Programmed Instruction for Retarded Children by L.F. Malpass, vocational Preparation and Occupation by W. Wolfensberger, Public School Programs for the Mentally Retarded by W.C. Fitzgibbon, The Characteristics, Selection, and Training of Institution Personnel by E.C. Butterfield, and Counseling the Parents of the Retarded by W. Wolfensberger. (DF)

ABSTRACT 18

EC 002 839 ED N.A.
Publ. Date 67 416p.
Truax, Charles B.; Carkhuff, Robert R.
Toward Effective Counseling and Psychotherapy: Training and Practice. Modern Applications in Psychology Series.
EDRS not available
ALDINE Publishing Company, 320 Weist Adams Street, Chicago, Illinois 60606 ($10.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; counseling; professional education; group counseling; individual counseling; counseling effectiveness; counselor performance; counselor acceptance; therapeutic environment; counselor attitudes; counselor characteristics; counselor training; behavior rating scales; group therapy; identification (psychological); empathy; therapists; counselor evaluation

The approach to counselor training and the practice of psychotherapy described is based on the growing body of research evidence specifying some known effective ingredients in the therapeutic process. Scales are presented for measuring three aspects of the psychotherapeutic relationship: accurate empathy, nonpossessive warmth, and the therapist's genuineness. Tape recordings of interviews are used for illustration. Areas treated include the theoretic and research bases for training and practice in psychotherapy and counseling, integrated didactic and experimental approach to training, and the mature therapist and counselor. Thirty-three tables and 439 references are included. (LE)

ABSTRACT 19

EC 002 887 ED N.A.
Publ. Date 66 333p.
Wing, J. K., Ed.
Early Childhood Autism: Clinical, Educational and Social Aspects.
EDRS not available
Pergamon Press, Inc., 122 East 55th Street, New York, New York 10022 ($7.50).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; identification; psychotherapy; speech therapy; autism; clinical diagnosis; medical evaluation; behavior patterns; psychological patterns; cognitive development; speech; special services; psychological processes; psychotic children; case studies (education); psychopathology; educational programs

Early childhood autism is defined and discussed and the following clinical aspects of autism are treated: behavioral and cognitive characteristics, medical treatment, and prognosis. Speech in psychotic children, educational programs and problems, teaching, and psychological assessment and research are discussed in the sections on education and psychology. Social and administrative aspects presented include services for autistic children in Middlesex, counseling and the principles of management, and prescription of services. Photographs of autistic children and case histories are included. A reference list contains 261 items. (LE)

ABSTRACT 20

EC 001 699 ED N.A.
Publ. Date 67 5p.
McKinnon, Kathern M.
Aggression as an Inhibiting Influence on School Achievement.
EDRS not available
Adolescence; V2 N5 P63-7 Spr 67

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; achievement; neurosis; anxiety; college students; academic achievement; aggression; parent child relationship; adolescents; personality development

Twenty college students from 17 to 19 years of age with anxiety neuroses received individual psychotherapy for periods of from 20 to 40 weekly sessions. All sought aid due to anxiety over their classwork. Their neurotic disturbances involved the immobilization of the intellectual aspect of ego functioning as a result of aggressive and destructive impulses turned inward and the superego warning of punishment and retardation. The transition from dependent child to independent adult was barely begun, and the students were transferring aggression against their parents to their instructors. The short term psychotherapy provided by university psychological services resolved the neurotic conflicts related to course work by making the students aware of their participation in maintaining the situation. Students were able to continue in college and to graduate with satisfactory and superior academic records. (JW)

ABSTRACT 21

EC 003 188 ED N.A.
67p.
Aldridge, Iris S., Comp.; McDevett, W. B., Ed.
Curriculum Guide for Training and Rehabilitating the Mentally Retarded Adult.
Vocational Rehabilitation Facility, Kinston, North Carolina, Caswell Center
EDRS not available
Vocational Rehabilitation Facility, Caswell Center, P. O. Box 909, Kinston, North Carolina 28501.

Descriptors: exceptional child services; mentally handicapped; vocational rehabilitation; counseling services; job placement; speech therapy; reading programs; social adjustment; curriculum; home economics; industrial arts; self care skills; sex education; consumer education; homemaking skills; task analysis; young adults; educable mentally handicapped

A curriculum guide for educable retarded young adults previously considered unemployable is designed to help them become employable through vocational rehabilitation services. Services offered to all clients are counseling for both personal and vocational problems, job placement or placement in on-the-job training, speech therapy, reading therapy, physical fitness, and social adjustment classes. These classes instruct in good grooming, clothing selection, job requirements, leisure time activities, dating, sex education, money management, safety, and child care. The home economics department trains girls in clothing construction, food preparation, laundry skills, housekeeping duties, and nurses' aide and ward attendant responsibilities. The industrial arts program for boys includes woodworking, welding, metal lathes, automotive mechanics, small gas engines, and janitorial and maintenance tasks. Admission criteria, program rationale, living arrangements of clients, and teaching and motivating techniques are explained. (LE)

ABSTRACT 22

EC 003 267 ED N.A.
Publ. Date Apr 69 132p.
Tod, Robert J. N., Ed.
Disturbed Children. Longmans' Papers on Residential Work.
EDRS not available
Humanities Press, Inc., 303 Park Avenue South, New York, New York 10010 ($2.00).

Descriptors: exceptional child services; emotionally disturbed; residential care; psychotherapy; delinquents; residential centers; therapeutic environment; psychotherapy; group living; adjustment (to environment); psychiatric services; communication (thought transfer); therapists; symbolic learning; individual needs; institutionalized (persons); child care; child welfare

Eleven reprints from British and American social work journals dated 1955 to 1966 consider care and treatment of disturbed children in residential centers. Areas discussed include therapeutic factors in group living, human relations in the institutional treatment of maladjusted and delinquent children, the natural history of detention, and feelings of children about being placed away from home. Also considered are therapeutic use of visiting in residential treatment, making adaptation to the needs of the individual child in a group, communicating with children, the process of symbolization among emotionally deprived children in a therapeutic school, runaway children from a residential setting, group therapeutic techniques for residential units, and the child care worker's view of psychiatric consultation in residential treatment. (RK)

ABSTRACT 23

EC 002 779 ED 025 065
Publ. Date 68 154p.
Kliman, Gilbert
Psychological Emergencies of Childhood.
EDRS not available
Grune And Stratton, Inc., Medical Publishers, 381 Park Avenue South, New York, New York 10016 ($5.75).

Descriptors: exceptional child education; emotionally disturbed; personality; psychotherapy; family (sociological unit); children; psychotic children; individual psychology; parent child relationship; family problems; one parent family; emotional problems; emotional adjustment; psychopathology; emotional maladjustment; adjustment (to environment); psychological patterns

A guide for professionals concerned with the prevention of disorders in children, this book describes strengthening very young children's reactions to inevitable emergencies before they occur, illness in the family (including analysis for a dying child), death in the family, divorce and marital separation, minor emergencies, overstimulating and horrifying experiences, the President Kennedy assassination, and a classification of psychogenic experiences. There are several examples of children's drawings, and case histories which illustrate the author's methods of intervention. A 64-item bibliography is included. (LE)

ABSTRACT 24

EC 003 320 ED 025 881
Publ. Date 68 267p.
Katz, Elias
The Retarded Adult in the Community.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child services; mentally handicapped; adult education; community programs; vocational rehabilitation; parent counseling; case records; vocational adjustment; behavior problems; counseling services; clinical diagnosis; individual needs; job training; sheltered workshops; evaluation; adjustment (to environment); personal adjustment; social adjustment

The discussion of a series of questions with case illustrations delineates the problems and possibilities of helping retarded adults become valuable, productive members of society. Among topics considered are the definition of retarded adults in the community, the need for concern, and community evaluation and needs of the retarded adult. Also discussed are the way in which the general and vocational needs of retardates of different levels of ability may be met, and the availability of parent counseling. Principles and services underlying an effective community program are enunciated, and attention is directed to six illustrative community approaches to program planning and to current trends and ideas for further program development. An appendix presents an array of direct services for the retarded and a report of an on-the-job training project; each chapter includes a series of questions for discussion and its own list of pertinent references. (DF)

ABSTRACT 25

EC 000 945 ED 019 772
Publ. Date 65
Gowan, John Curtis, Ed.; Demos, George D., Ed.
The Guidance of Exceptional Children, a Book of Readings.
EDRS not available
David McKay Company, Inc., New York, New York 10013 ($3.95).

Descriptors: exceptional child research; counseling; vocational rehabilitation; guidance; gifted; underachievers; emotionally disturbed; mentally handicapped; blind; deaf; speech handicapped; hard of hearing; physically handicapped; special health problems; self concept; behavior change; cerebral palsy; vocational counseling; identification; sheltered workshops; research projects; academic achievement; parent attitudes; student attitudes; psychoeducational processes; slow learners

A compilation of 62 readings, the book considers the guidance of exceptional children. An overview section presents papers dealing with self concept, vocational rehabilitation, behavior modification, and the guidance counselor. Included in a section on gifted children are articles about career requirements of gifted children and parents, counseling and guidance, and creativity. A section on underachievers discusses the underachieving gifted child, achievement, and nonachievement and counseling. Emotionally disturbed children are discussed in terms of identification, vocational counseling, psychoeducational processes, and a directed activity program. Articles about the mentally retarded deal with counseling, prevocational evaluation, vocational planning, curriculum, tutorial counseling, and parent group meetings. The section on rehabilitation of mentally retarded youth provides readings about placement, sheltered workshops, determining employability, and philosophy and recommendations of the President's Panel on Mental Retardation. Readings about the blind discuss helping a physically disabled friend, predicting manual work success, counseling, and placement. The section on the deaf and speech handicapped presents readings about the relationship of parental attitudes to speech problems, predicting school achievement in deaf children, counseling (including the hard of hearing), and a talk with parents. The miscellaneous physically handicapped section discusses aspects of cerebral palsy, family adjustment, cardiacs, counseling, education, and vocational rehabilitation. An annotated list of suggested readings follows each section. (MY)

ABSTRACT 26

EC 003 251 ED N.A.
Publ. Date 65 225p.
Meyer, Henry J. And Others
Girls at Vocational High, An Experiment in Social Work Intervention.
EDRS not available
Russell Sage Foundation, 230 Park Avenue, New York, New York 10017 ($5.00).

Descriptors: exceptional child research; delinquency; counseling; personality; behavior; females; adolescents; group therapy; group discussion; group counseling; interpersonal relationship; personal adjustment; emotional adjustment; personal values; behavior change; individual development; individual counseling; social work; social services; caseworker approach; socially deviant behavior

The effect of social work services given to high school girls whose record of earlier performance and behavior at school revealed them to be potentially deviant was studied. Subjects were 400 urban high school freshmen, matched on a number of variables including socioeconomic status and size of family. The group had mainly lower working class occupational backgrounds, and relative to the city census contained a disproportionate number of Negro girls. Experimental subjects received casework treatment and group therapy over an extended period of time from experienced caseworkers. Criteria of successful preventive treatment were school performance and behavior, out of school behaviors such as delinquent acts or pregnancy out of wedlock, personality changes, general attitude, and sociometric data. Social workers felt that most clients showed some change with group therapy; this was considered more successful than individual therapy. Nevertheless, the majority of subjects in both experimental and control groups did have difficulty in school. There were no significant differences between experimentals and controls on any of the objective measures. (EC)

ABSTRACT 27

EC 000 796 ED N.A.
Publ. Date 66 29p.
Boder, Elena
A Neuropediatric Approach to the Diagnosis and Management of School Behavioral and Learning Disorders.
Southern California University, Los Angeles, School Of Medicine
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 15-44.

Descriptors: exceptional child services; learning disabilities; behavior; identification; neurologically handicapped; clinical diagnosis; medical evaluation; psychological evaluation; dyslexia; hyperactivity; perceptual motor coordination; psychological patterns; evaluation criteria; minimally brain injured; psychoeducational clinics; educational diagnosis; educational coordination; psychotherapy

The diagnostic and therapeutic approach to a behavioral or learning problem described, features a systematic utilization of multidisciplinary school personnel as an integral part of the diagnostic and planning team. The approach is directed toward the diagnosis and management of the three major symptoms of minimal cerebral dysfunction (schematically represented as a minimal cerebral dysfunction triangle): hyperkinetic behavior, specific learning disabilities and motor impairments, and the secondary emotional overlay. Procedures of school team reports, psychological tests battery, neurological exam, additional diagnostic studies, and reports to schools used in the diagnostic evaluation are listed. Diagnostic criteria for minimal cerebral dysfunction including the hyperkinetic behavior syndrome and specific developmental dyslexia (systematically screened for in the neurological exam) are given and diagnostic findings reported. Management essentials presented are communication with key school personnel for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and home management, and psychotropic drug therapy as indicated. A word recognition test and a list of 62 references are included. (TE)

ABSTRACT 28

EC 001 904 ED N.A.
Publ. Date Dec 67 8p.
Kanttrowitz, Viola
Bibliotherapy with Retarded Readers.
Linden Hill School, Hawthorne, New York
EDRS not available
Journal Of Reading; V11 N3 P205-12 Dec 1967

Descriptors: exceptional child education; bibliotherapy; reading difficulty; emotionally disturbed; case studies (education); emotional adjustment; reading; adolescents; psychotherapy

Three case studies of retarded readers illustrating the value of bibliotherapy are presented: a 16-year-old boy with a disturbed background which included delinquency, a schizophrenic teenage girl, and a 13-year-old culturally deprived boy. Each case study covers the child's biographical background and emotional and reading problems, and reviews the bibliotherapy given and subsequent improvement. (AP)

ABSTRACT 29

EC 002 007 ED N.A.
Publ. Date Apr 67 7p.
Rowen, Robert B.
Impact of Federal Legislation on School Social Work.
Tennessee University, Nashville, School Of Social Work
EDRS not available
Social Work; V12 N2 P109-15 Apr 1967

Descriptors: exceptional child services; federal legislation; school social workers; federal aid; handicapped children; disadvantaged youth; community programs; school services; consultants; state departments of education; elementary school guidance; Economic Opportunity Act of 1964; Elementary and Secondary Education Act of 1965; ESEA; National Defense Education Act Amendments of 1964; NDEA

An overview of three federal laws focuses on the way in which they affect the functions of social workers in the public schools, and 22 functions are listed. The social worker's involvement with the Head Start Program in the Economic Opportunity Act of 1964 is discussed. Also discussed are three titles of the Elementary and Secondary Education Act of 1965: Title I, which gives funds to local school districts through state departments of education to improve and expand educational services, extends services to nonpublic schools, and allows the trained social worker to supervise untrained personnel; Title III, which supplies funds to local districts for innovative and exemplary programs; and Title V, which helps strengthen the state departments of education, including the employment of a state consultant in school social work. Use of social workers as consultants under Titles I and III, and three projects done under Title III on the team approach to pupil services, a diagnostic, counseling, and remedial center, and a reading laboratory are considered. A description of Title V of the National Defense Education Act of 1964 mentions the establishment of elementary guidance programs in public schools, allocation of funds in training personnel and local school districts and different functions of school social workers and guidance counselors. (LE)

ABSTRACT 30

EC 002 067 ED N.A.
Publ. Date Dec 67 5p.
Wheeler, Ned C.
The Deaf Person Looks at the Education of the Deaf and Vocational Rehabilitation.
EDRS not available
The Optimist; P7-9, 22-4 Nov-Dec 1967
Paper Presented At The National Conference For Coordinating Vocational Rehabilitation And Educational Services For The Deaf (Las Cruces, New Mexico, November 7, 1967).

Descriptors: exceptional child education; aurally handicapped; vocational education; counseling; educational needs; deaf; hard of hearing; multiply handicapped; vocational education teachers; vocational counseling; communication problems; school role; parent attitudes; job skills

Vocational training and vocational rehabilitation for the deaf are discussed. Unrealistic attitudes of parents, attempts to pressure the schools, and problems in deaf education are described including the need for better instruction in communication skills, dependability, and adaptability to improve the child's chances for success in employment. Improvements needed in the vocational training field considered are early evaluation of a child's mental and physical aptitude, establishment of programs for multiply handicapped deaf children, more comprehensive curriculum content, awareness of technical advances in industry, and working experience for instructors in the trade they are teaching. The following responsibilities of the vocational counselor are outlined: early involvement in the vocational training of the deaf child; handling the emotional attitude of parents; cooperation with the schools in preparation of the vocational program; and planning on-the-job training. (DP)

ABSTRACT 31

EC 003 458 ED N.A.
Publ. Date Apr 67 52p.
Aud, Edward J.
Rehabilitation of the Young Offender, A Cooperative Program of Correctional Rehabilitation.
Oklahoma Rehabilitation Service, Oklahoma City;
Oklahoma State Reformatory, Oklahoma City
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS not available
RD-949

Descriptors: exceptional child services; corrective institutions; vocational rehabilitation; prisoners; counseling services; screening; vocational followup; cooperative programs; public relations; administration; professional personnel; vocational counseling; program evaluation; psychological services; institutional personnel; demonstration projects; Oklahoma

To provide rehabilitation services to inmates of a state reformatory, a program was begun in 1961 and was developed to include vocational training, counseling, refined selection procedures, professional cooperation, and followup services. Of 518 referrals in 3 years, 313 or 60% were accepted as clients. Of these men, 53 or 17% were classed as not rehabilitated, 88 or 28% were rehabilitated, and 172 or 55% were still receiving services. Of all referrals, 76% were Caucasian, 15% Negro, and 9% other; the acceptance rate of Negroes was higher than that of the other two groups. A trend toward acceptance of persons with higher measured IQ's, higher educational achievement, and better work records was revealed. Those who were rehabilitated tended to show an upward occupational mobility and ranged in salary from $40 to $125 a week. In five years, 290 clients left the institution and 42 or 14.5% were returned. Using the criterion of whether or not a client was rehabilitated, conclusions were that success with this disability group was not significantly different from the success that might be anticipated with others who are similarly handicapped. Administrative and personnel considerations, problem areas, tables, and future programs are included. (RP)

ABSTRACT 32

EC 002 847 ED 002 370
Publ. Date 64 163p.
Cohn, Benjamin And Others
The Effects of Group Counseling on School Adjustment of Under-Achieving Junior High School Boys Who Demonstrate Acting-Out Behavior.
Board Of Cooperative Educational Services
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-D-040

Descriptors: exceptional child research; counseling; adjustment (to environment); emotionally disturbed; behavior; behavior change; group counseling; changing attitudes; teacher attitudes; discussion groups; guidance counseling; psychometrics; junior high schools; males; underachievers; grade 8; grade 7

The application of group counseling was investigated with respect to its effect on underachieving, acting-out junior high school boys. In addition, two other effects were studied: that of involving teachers in discussion groups and that of these discussion groups on teacher attitudes. Three counselors from different schools in similar socioeconomic areas participated. Each conducted two experimental counseling groups and a teacher discussion group. Students in the seventh and eighth grades of all three schools were tested for project selection. Evaluative instruments were used with the selected sample before and after counseling during 1 academic year. Followup testing was accomplished 1 year after counseling to determine what changes were maintained by the student population. All 25 student and 15 teacher meetings were tape recorded. As a direct result of counseling, the experimental groups improved in self concept, leaned more toward nonconforming behavior, felt they had difficulty accepting their peers, and were poorly motivated toward academic work when compared with control groups. After 1 year these experimental students became more delinquency prone than their counterparts. The effects of teacher discussion groups and the results of a parent survey are discussed. Evaluative instruments used with students and teachers, and how they were used, are described. (JH)

ABSTRACT 33

EC 002 638 ED 022 306
Publ. Date 66 511p.
Redl, Fritz
When We Deal with Children; Selected Writings.
EDRS not available
The Free Press, 866 Third Avenue, New York, New York 10022 ($8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; leadership; discipline; sex education; group therapy; adolescents; children

Espousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the current status of the children's field both clinically and educationally; a challenge to concepts and theories relating to the life-space interview, milieu therapy, improvement expectations, ego disturbances and support, and psychoanalysis and education; and a review of group therapy, including group emotion, leadership, contagion, shock effect, resistance to therapy, gang formation, group composition, discipline in classroom practice, and psychoanalysis and group therapy. Also included are advice to staff on relationship to children in observation of a group, interference versus noninterference in different situations, punishment, and handling of sex incidents and anger; and general comments on preadolescent, defiant, hyperaggressive, delinquent, and disadvantaged youth, as well as on camp life and sex education. Examples and recommendations are interspersed throughout the book and a list is provided of the author's publications from 1931 to 1965. (MK)

ABSTRACT 34

EC 500 004 ED N.A.
Publ. Date Jan 1969 8p.
Mann, Philip H. And Others
The Effect of Group Counseling on Educable Mentally Retarded Boys' Self Concepts.
Except Child; V35 N5 P359-66 Jan 1969

Descriptors: exceptional child research; mentally handicapped; counseling; self concept; behavior problems; educable mentally handicapped; academic achievement; group counseling; anxiety; personal adjustment

ABSTRACT 35

EC 500 067 ED N.A.
Publ. Date Jan 1969 5p.
Wayne, Marvin
Rehabilitation--An Aspect of Service for Handicapped Youth.
New Outlook Blind; V63 N1 P15-9 Jan 1969

Descriptors: exceptional child services; vocational rehabilitation; handicapped children; teacher role; rehabilitation counseling; student evaluation; teacher education; teamwork; program coordination

ABSTRACT 36

EC 500 084 ED N.A.
Publ. Date Mar 1969 7p.
Winters, Kris
The Alameda County Placement Project: A Final Report.
New Outlook Blind; V63 N3 P73-9 Mar 1969

Descriptors: exceptional child research; visually handicapped; vocational rehabilitation; community services; rehabilitation counseling; participant characteristics; program administration; program development; job placement; rehabilitation programs

ABSTRACT 37

EC 500 111 ED N.A.
Publ. Date Mar 69 2p.
Becker, Ralph L.; Ferguson, Roy E.
A Vocational Picture Interest Inventory for Educable Retarded Youth.
Except Child; V35 N7 P562-3 Mar 1969

Descriptors: exceptional child research; mentally handicapped; tests; test construction; educable mentally handicapped; vocational interests; vocational counseling; evaluation techniques; interest tests; visual measures

ABSTRACT 38

EC 500 337 ED N.A.
Publ. Date May 69 12p.
Fellendorf, George W.
NTID (National Technical Institute for the Deaf)--After One Year.
Volta Rev; V71 N5 P296-307 May 1969

Descriptors: exceptional child education; aurally handicapped; post secondary education; higher education; curriculum; teaching methods; cocurricular activities; counseling; National Technical Institute for the Deaf; NTID

ABSTRACT 39

EC 500 340 ED N.A.
Publ. Date Jun 69 3p.
Maloney, Elizabeth
Social Service Implications of the Community Aging Project.
New Outlook Blind; V63 N6 P165-7 Jun 1969

Descriptors: exceptional child services; visually handicapped; geriatrics; community programs; rehabilitation counseling; emotional problems; preventive medicine; residential care; special services; Community Aging Project

ABSTRACT 40

EC 500 343 ED N.A.
Publ. Date Jun 69 7p.
Boninger, Walter B.
Aging and Blindness.
New Outlook Blind; V63 N6 P178-84 Jun 1969

Descriptors: exceptional child services; visually handicapped; geriatrics; individual needs; motivation; attitudes; rehabilitation counseling; human dignity; public relations; social services

ABSTRACT 41

EC 500 355 ED N.A.
Publ. Date Jul 69 15p.
Richards, Hilda; Daniels, Marionette S.
Innovative Treatment Roles and Approaches.
Amer J Orthopsychiat; V39 N4 P662-76 Jul 1969

Descriptors: exceptional child services; mental health; rehabilitation; disadvantaged youth; vocational rehabilitation; group counseling; community services; social adjustment; interdisciplinary approach; community involvement

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